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ABSTRACT

This monograph is designed to motivate and assist Kentucky guidance counselors in fulfilling their role in achieving sex fair vocational education. Section 1 describes the status of vocational education in Kentucky and the United States. These areas are covered: changing roles of men and women, composition of the labor force, undersupply of qualified workers for nontraditional occupations, enrollment figures, and summary of a sex bias analysis. The focus of section 2 is the counselor's role in sex fair vocational education. These responsibilities are discussed: (1) knowing and complying with the law, (2) examining personal attitudes and counseling practices, (3) screening tests for sex bias, and (4) developing and collecting materials and resources. Section 3 presents eight strategies and techniques relating to various facets of sex equity in guidance and counseling work: Analysis of Sex Equity in Counseling: Checklists for Selection of Sex Fair Measurement Devices, Evaluating Career Interest Inventories, Evaluation of Counseling Materials, and Evaluation of Grievance Procedures: Techniques for Recruitment of Nontraditional Students: Grievance Form: and Suggested Action Steps for Counselor's Support of Sex Fair Education. Section 4 summarizes legislation concerning sex fair employment and vocational education. A list of sources for sex equity resource materials is appended. (YLB)

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HOW TO . . . STRATEGIES FOR SEX EQUITY

"The Role of the Counselor"

by

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Spring 1980

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TABLE OF CONTENTS

Introduction

Status of Vocational Education 1

The Counselor's Role in Sex Fair Vocational Education 20

Strategies for Sex Equity in Guidance and Counseling 39

Summaries of Legislation 61

Sources for Sex Equity Resource Materials 69

INTRODUCTION

It is mandated by law that vocational employment and training will be provided to the people of the United States on a sex fair basis. Every person, regardless of sex, has the right to develop individual potential to achieve her or his own creative, emotional and intellectual aspirations. However, statistics and facts concerning the labor market (employment and advancement opportunities, salaries, etc.) and the educational environment (vocational enrollment and graduation figures, male/female faculty representation, etc.) consistently substantiate the fact that discrimination based upon sex still exists in society, in business, and in education.

In the state of Kentucky, a major goal of vocational education is to achieve sex fair vocational education in the 1980s. Toward that end, this monograph has been written to:

1. increase awareness of the need for emphasis upon sex fair vocational education policies and practices.
2. charge counselors with the responsibility for providing leadership as change agents.
3. suggest strategies for achieving successful sex fair vocational guidance, counseling and testing.
4. review laws and mandates concerning sex fair vocational training and employment.

Education is an excellent leader for implementing social change. Schools and educators can play a crucial role in initiating talk about sex fair vocational education and employment, increasing awareness of the issues and problems, providing the means to develop knowledges and skills, facilitating an understanding of the intent of the state and federal legislation promoting educational equity for all students. This monograph is designed to motivate and assist guidance counselors in fulfilling this role in their particular school communities.

STATUS OF VOCATIONAL EDUCATION

Vocational education is secondary, adult, and two-year post-secondary level instruction is recognized occupations--agriculture, health, consumer/occupational home economics, business/office, distribution, technical, and trade/industrial programs and courses. As of 1978, over 60% of high school students were enrolled in vocational programs in the United States. In the state of Kentucky, approximately 67% of high school students were enrolled in vocational programs.

Secondary/Vocational Enrollments*

1978-79

Group	Total Secondary	Vocational Secondary	Percent of Total
**Nation	15,455,000	10,037,560	64.94%
Kentucky	272,562	184,087	67.53%

*Department of Health, Education, and Welfare--Office of Education

**Estimated

These statistics support the fact that vocational education is big business. And, this can be attributed to labor market needs in the United States. Federal and state laws require that vocational education students be prepared for the occupations that are in demand in the labor market.

Social and Economics Environment

The United States has changed from an agricultural society to an industrial and technical one. As this change has occurred, the roles of men and of women have changed in at least seven ways.

1. An increasing number of women are entering the paid work force. Approximately 60% of all women between the ages of 18 and 65 work outside the home, and they make up about 50% of the total labor force.

2. Women are increasing their years of formal education. As of 1979, they equal men in completing an average of nearly eleven years of school.

And, in undergraduate collegiate education, women make up about half of the student enrollment.

3. Women are having fewer children. The birthrate and size of families in the United States has been steadily declining.

4. More women are joining the ranks of men as heads of households. Changing economic opportunities, changing viewpoints of marriage, increasing divorce rates, and increasing numbers of single adults have increased the numbers of females who head households.

5. Men have less responsibility for the full financial support of the family. The rising cost of living and the increasing desire of women to work have caused men to more readily accept shared financial responsibilities.

6. Men are assuming more responsibility for household work and for child care. As a single parent or as a partner in a two-career family, men are beginning to disregard role stereotypes.

7. Men and women are beginning to enter nontraditional occupations. Technological advancements constantly create new jobs and drastically change existing ones. Technology now makes it possible for both men and women to be trained and employed for practically every type of work.

In addition to these social changes in the United States, an evolution has also occurred in the legal concepts of justice and of discrimination. Laws in the 1960s and in the 1970s have defined discrimination, structured guidelines for equal opportunity, and have identified sex fair employment and educational requirements. A summary of these laws is presented in a section of this monograph.

The legal system in the United States is committed to the support of equal opportunities for males and for females in all facets of the social and economic environment. And, of course, the evolution in the legal

principles related to discrimination and to equal opportunities has and will continue to affect employment and educational environments. Not only must businesses and educational institutions follow equal opportunity guidelines but they must also achieve a certain representation of males, females, and minorities in their numbers of workers and of students.

Employment Picture

As of 1978, 49 million women (52 percent) and 45 million men (48 percent) comprised the work force in the United States. In terms of labor market needs and employment growth, total employment in the United States is expected to increase by 20 percent in the years between 1978 and 1990.[1]

Employment by occupation in 1978 and predictions for employment by occupation for 1990 are shown in Table I. The number of white-collar workers is expected to increase by 24 percent between 1978 and 1990--from 47.2 million to 58.3 million. The number of service workers is also expected to increase about 30 percent--from 12.8 million to 16.7 million. Blue-collar workers are expected to increase by 16 percent--from 31.5 million in 1978 to 36.6 million in 1990.[2]

In addition to filling the need for more workers in particular occupations between 1978 and 1990, businesses are also concerned about the balance of males and females in the supply of qualified workers. Because of equal opportunity legislation on both national and state levels, labor supply needs have to be met on the basis of equal opportunity employment. Employment figures have to show sex fair recruitment and employment. This means that employment needs in the 1980s will involve increased emphasis on recruitment of men and women into nontraditional vocational occupations.

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[1]Bureau of Labor Statistics, U. S. Department of Labor.

[2]Division of Occupational Outlook, Bureau of Labor Statistics.

TABLE I

EMPLOYMENT GROWTH — 1978-1990*

	TOTAL EMPLOYMENT IN 1978	TOTAL OPENINGS EACH YEAR	NEW OPENINGS EACH YEAR	REPLACEMENT OPENINGS EACH YEAR	%INCREASE 1978-90
BLUE-COLLAR WORKERS	**31,531,000**	**1,360,000**	**435,000**	**925,000**	**16.1**
ASSEMBLERS	1,164,000	77,000	42,000	35,000	43.0
AUTO MECHANICS	860,000	37,000	16,000	21,000	22.7
BLUE-COLLAR SUPERVISORS	1,671,000	69,000	21,000	48,000	16.0
BUSINESS MACHINE REPAIRERS	63,000	4,200	2,950	1,250	56.0
CARPENTERS	1,253,000	58,000	11,000	47,000	10.9
CONSTRUCTION LABORERS	860,000	49,000	10,000	39,000	12.8
CONSTRUCTION MACHINE OPERATORS	581,000	36,000	19,900	16,100	41.4
COMPUTER SERVICE TECHNICIANS	63,000	5,400	4,800	600	92.5
INDUSTRIAL MACHINERY REPAIRERS	655,000	58,000	36,000	22,000	66.0
LOCAL TRUCK DRIVERS	1,720,000	64,000	26,000	38,000	18.4
LONG-DISTANCE TRUCK DRIVERS	584,000	21,500	8,700	12,800	18.0
MAINTENANCE ELECTRICIANS	300,000	15,500	7,000	8,500	28.3
MANUFACTURING INSPECTORS	771,000	35,000	11,500	23,500	18.0
PAINTERS	504,000	27,500	6,200	21,300	13.5
PLUMBERS AND PIPEFITTERS	428,000	20,000	7,000	13,000	19.9
WELDERS	679,000	35,000	19,000	16,000	33.6
OTHERS	19,375,000	737,900	175,950	561,950	27.9
WHITE-COLLAR WORKERS	**47,308,000**	**3,067,000**	**933,000**	**2,133,000**	**23.8**
BANK CLERKS	505,000	45,000	21,000	24,000	50.5
BOOKKEEPERS	1,830,000	96,000	18,000	78,000	11.8
CASHIERS	1,400,000	119,000	58,500	60,500	49.7
CLAIM REPRESENTATIVES	169,000	10,250	5,600	4,650	40.5
INSURANCE AGENTS	568,000	30,000	9,500	20,500	20.0
RETAIL TRADE SALES	2,851,000	226,000	78,000	148,000	32.8
SECRETARIES	3,684,000	305,000	138,000	167,000	45.4
TEACHERS' AIDES	342,000	25,300	14,800	10,700	51.8
TYPISTS	1,044,000	59,000	17,000	42,000	19.4
OTHERS	34,812,000	2,151,250	572,600	1,577,650	19.7
SERVICE WORKERS	**13,839,000**	**1,017,000**	**317,000**	**700,000**	**29.9**
BARTENDERS	282,000	21,600	7,300	14,300	30.9
BUILDING CUSTODIANS	2,251,000	176,000	38,000	138,000	20.1
COOKS & CHEFS	1,186,000	86,000	31,000	55,000	31.9
CORRECTION OFFICERS	110,000	13,000	3,500	9,500	38.9
DINING-ROOM ATTENDANTS AND DISHWASHERS	455,000	37,000	24,000	13,000	62.8
FOOD-COUNTER WORKERS	483,000	34,000	15,000	19,000	39.9
GUARDS	550,000	70,000	20,000	50,000	50.0
LICENSED PRACTICAL NURSES	518,000	60,000	26,000	34,000	62.2
NURSING AIDES, ORDERLIES AND ATTENDANTS	1,037,000	94,000	45,000	49,000	52.0
WAITERS AND WAITRESSES	1,383,000	70,000	21,000	49,000	18.2
OTHERS	4,604,000	355,400	86,200	269,200	22.7
FARM WORKERS	**2,798,000**	**108,000**	**-33,000**	**142,000**	**-15.9**
TOTAL	**94,373,000**	**5,533,000**	**1,633,000**	**3,900,000**	**20.8**

*Adapted from data provided by Division of Occupational Outlook, Bureau of Labor Statistics.

As of 1978, nearly 70 percent of working women and nearly 70 percent of working men are employed in three occupational groups.

Women	Men
Clerical	Managers and Administrators
Service	Professional/Technical
Operatives	Craft/Kindred Workers

Statistics concerning the composition of the labor force seem to indicate that there is an undersupply of qualified men and women to enter nontraditional occupations. Occupational sex segregation has been characteristic of the labor market for many years in the United States. Sex segregation, a very large number of one sex filling particular kinds of jobs, hurts both men and women as it closes off occupations in which they might be extremely productive. Such segregation also has a tendency to trap women into typically low-paying, low-status jobs. This tendency is due largely to the reluctance of employers to overlook the traditional myths about female workers.

According to the most recent Bureau of Labor Statistics, people are just beginning to make enroads into nontraditional occupations. For example, the number of women in blue-collar jobs has almost doubled since 1970. They have entered many blue-collar fields that have been previously male exclusives. Heading the list for their numbers are:

131,140 bus drivers	6,000 butchers
50,000 punch-press operators	14,000 printing-press operators
41,000 animal caretakers	10,600 brick masons/stone masons
	5,700 auto mechanics[3]

Men are also beginning to cross nontraditional occupational lines. Their numbers are increasing in clerical, secretarial positions, and health care occupations. Table II.

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[3]Muriel Lederer, BLUE COLLAR JOBS FOR WOMEN (N.Y.: E. P. Dutton, 1979), pp. 4-5.

TABLE II

EMPLOYMENT BY OCCUPATIONAL GROUP, RACE AND SEX--1978*

(In Thousands)

Groups	Total Employed	Percent Female	Male
All Occupations	94,373	52.4	47.6
Professional & Technical	14,245	51.4	48.6
Managers & Administrators	10,105	28.4	71.6
Sales Workers	5,951	49.8	50.2
Clerical Workers	16,904	99.1	.9
Craft & Kindred Workers	12,386	18.7	81.3
Operatives	10,875	54.7	45.3
Transport Equipment	3,541	22.2	77.8
Nonfarm Laborers	4,729	28.8	71.9
Farm Laborers & Supervisors	1,318	32.0	68.0
Service Workers	11,677	77.6	22.4
Private Household	1,162	97.7	2.3

*Statistical Abstract of the United States. (Washington, D. C.: U. S. Government Printing Office, 1979), pp. 416-418.

The undersupply of qualified workers for nontraditional occupations is explained on the basis of such factors as the following:

1. Career counseling which follows traditional career paths for either males or females.
2. Ineffective career orientation information. People are not aware of job opportunities in particular fields for both male and female workers.
3. Apprenticeship training programs which have previously limited participation to one sex.
4. Attitude beliefs that there are jobs that should be performed by only one sex, that women are less competent than men, that woman's place is in the home with the children.
5. Low wages associated with traditional female occupations.
6. Limited educational program options in traditional female occupations.
7. Extensive educational program options in traditional male occupational programs.
8. Exclusive enrollment by a particular sex in particular vocational programs.
9. Traditional concentration of female students in three areas of vocational education--home economics, health, office work.
10. Traditional concentration of male students in three areas of vocational education--agriculture, technical, trade/industrial.
11. Physical isolation of classes--female course work in one building; male course work in another building.
12. Insufficient numbers and visibility of nontraditional role models. Vocational education staff are sex segregated. Nearly 100 percent of agriculture teachers, about 97 percent of technical education teachers, and over 85 percent of trade/industry teachers are men. Over 95 percent of home economics teachers, about 85 percent of health occupation teachers, and over 70 percent of office/business teachers are women.

There are many reasons for the undersupply of qualified nontraditional workers in vocational occupations; however, this undersupply problem has to be solved in order to meet labor supply needs for the 1980s. The Labor Department requires companies with federal contracts of $10,000 or more to meet specific goals for hiring nontraditional workers in craft jobs--carpentry, electricity, plumbing, etc. Women, for example, must make up 3.1 percent of the

work crews in each craft as of 1979, 5 percent by 1980, and 6.9 percent by 1981. The department has also ordered companies and unions that run federally registered apprenticeship programs in these crafts to enroll women at a rate equal to half their percentage of the general work force in any area, or about 20 percent for most entering classes.

The employability of people with vocational skills and the greater emphasis on nontraditional employees makes it necessary for educational administrators to recruit and to train nontraditional vocational students at the secondary level of education.

Vocational Enrollments

Secondary vocational enrollment figures for 1978 for the nation and for Kentucky are shown on page 1. Total vocational enrollments for the state of Kentucky--secondary, adult, and two-year levels of education are shown in Table III. Enrollments in Kentucky's vocational programs have increased 81.99 percent over an eight-year period.

Table III
Total Vocational Enrollments
for Kentucky*

1971 - 1978

Year	No.	% of Change
1971	145,324	
1974	194,123	33.58
1975	227,870	17.39
1976	241,458	5.96
1977	264,480	3.91
1978	292,546	10.61

*Occupational Information Unit, Bureau of Vocational Education, Kentucky Department of Education.

On a national level, enrollments in secondary vocational education have increased in a seven-year period. And, as is shown in Table IV in the state of Kentucky, enrollments in secondary vocational education have increased by 109 percent over an eight-year period.

Table IV

Secondary Vocational Enrollments

1971 - 1978

Years	Nation	% of Change	Kentucky	% of Change
1971	6,487,446		87,872	
1974	8,387,026	29.28	119,260	35.72
1975	8,494,808	1.28	138,804	16.39
1976	8,856,278	4.26	156,616	12.83
1977	9,555,005	7.88	168,990	7.90
1978	----	----	184,087	8.93

*Occupational Information Unit, Bureau of Vocational Education, Kentucky Department of Education

From 1971 to 1978, vocational enrollments in the state of Kentucky have been distributed among the eight major vocational programs shown in Table V on page 11. Enrollments in six programs have been increasing, with the health programs showing the highest percentage of increase in enrollment.

As of 1978, the distribution of males and females in vocational education enrollments in eight major vocational programs across the nation and in the state of Kentucky are presented in Table VI on page 12. All eight programs show an increase in total enrollment and an increase in the enrollments for both male and female groups.

In the distribution differences between males and females, on a national level and on a state level (Kentucky), males are concentrated in agriculture, technical and trade industrial vocational programs. Females, on the other hand,

are concentrated in home economics, health, and office vocational programs. Over 75 percent of the enrollments in all programs except distributive education are representative of one particular sex.

The distribution differences between males and females in vocational education programs correlates with the composition of the labor market

--dominance of females in traditionally female occupations.
--dominance of females in traditionally female vocational programs.

--dominance of males in traditionally male occupations.
--dominance of males in traditionally male vocational programs.

--vocational occupation hiring practices and worker attitudes encourage dominance of traditional work types.
--vocational education program recruitment practices and leadership attitudes encourage dominance of traditional student types.

There is a definite correlation between equal educational opportunities and equal participation in the job market. Therefore, myths, stereotypes, customs/mores have to be reoriented to gear up for the accomplishment of vocational education's responsibilities in the 1980s--(1) sufficient numbers of qualified vocational graduates and (2) sufficient numbers of qualified non-traditional vocational graduates.

To date, enrollments in vocational education programs are increasing, and that is evidence of education's knowledge of the need to meet labor market supply needs. This pattern of growth is expected to continue in the 1980s; and the quality and quantity of educational leadership, instructional expertise, supplies, equipment, and facilities, will have to be provided and maintained in order to make the vocational programs attractive to all vocationally interested students.

Sex Bias Analysis

A study by Richardson, Davis, and Ehresman entitled "An Analysis of Sex-Role Stereotyping and Sex Bias in Secondary Vocational Education in Kentucky" was submitted to Kentucky's Bureau of Vocational Education in September 1979.

TABLE V

KENTUCKY VOCATIONAL ENROLLMENTS*

1971 - 1978

Program	1971	1974	1975	1976	1977	1978	% Increase from 71-78
Agriculture	19,316	21,812	22,104	22,135	23,692	22,295	15.42
Distribution				12,233	13,129	12,432	4.09
Health	2,508	5,163	5,608	4,987	5,344	7,650	205.02
Consumer (HE)	49,539	64,458	79,435	80,502	81,785	78,422	58.30
Occupational (HE)	1,666	3,209	2,907	3,246	3,447	3,326	99.63
Office	19,713	26,186	31,290	32,812	34,279	30,870	56.58
Technical	1,143	1,150	1,241	1,023	989	605	-----
Trade/Industrial	35,977	31,668	36,130	34,049	41,647	35,170	-----

*Occupational Information Unit, Bureau of Vocational Education, Kentucky Department of Education

Table VI

Vocational Education Enrollments

1978

Program	Nation	Males	Females	Kentucky	Males	Females
Agriculture	1,600,542	1,426,718 (82.8%)	173,824 (17.2%)	22,295	19,337 (90.8%)	2,039 (9.2%)
Distribution	962,009	430,271 (48.5%)	495,738 (51.5%)	12,432	4,687 (37.7%)	7,745 (62.3%)
Health	758,808	167,004 (22.1%)	591,764 (77.9%)	7,650	1,016 (13.3%)	6,634 (86.7%)
Home Economics	3,659,441	713,340 (19.5%)	2,946,101 (80.5%)	81,748	16,287 (20.0%)	65,461 (80.0%)
Office	3,312,475	806,107 (24.4%)	2,506,368 (75.6%)	30,870	4,089 (13.2%)	26,781 (86.8%)
Technical	527,681	434,680 (82.4%)	93,001 (17.6%)	605	536 (89.6%)	69 (11.4%)
Trade/Industrial	3,402,722	2,875,580 (84.6%)	527,142 (15.4%)	35,170	32,449 (92.3%)	2,721 (7.7%)

*Occupational Information Unit, Bureau of Vocational Education, Kentucky Department of Education.

The objectives of this research were to

1. assess the extent that sex bias exists in Kentucky Secondary vocational schools.

2. identify factors contributing to the enrollment and problems/barriers that nontraditional vocational students encountered upon enrollment in vocational programs.

3. determine the effects of socioeconomic status, attitudes toward education, and culture of the geographic area upon enrollment in nontraditional vocational programs.

4. provide basic recommendations for a model to use in vocational education to aid in eliminating sex stereotyping and sex bias.

5. compile a sex fair comprehensive bibliography of vocational education materials.

To meet the objectives of this study, information was obtained through an opinion survey and through interview guides with both traditional and nontraditional vocational students and their parents. Included in this study were 1,002 respondents--448 males and 534 females. The study was designed to give information regarding the following factors about vocational students:

Admission to vocational course

Treatment in vocational course

Encouragement/discouragement by significant others

Performance in vocational courses

Completion of vocational courses

Future barriers/benefits in careers

Working (learning) in a nontraditional environment

Knowledge of career opportunities

Beliefs about traditional sex roles

Legal nondiscriminatory practices

This study reflects the following feelings of traditional and nontraditional vocational students in Kentucky.

Nontraditional Students	Traditional Students
1. 86.7 percent stated that their vocational teacher expected males and females to learn the same skills.	1. 100 percent perceived that their vocational teacher expected males and females to learn the same skills.
2. 79.6 percent stated that their vocational teacher treated males and females in the same way in vocational classrooms.	2. 82.1 percent believed that their vocational teacher treated males and females the same way in vocational classrooms.
3. 94.5 percent stated that pictures of only one sex in their learning materials made no difference to them.	3. 96.4 percent revealed that pictures of only one sex in their learning materials did not make a difference to them.
4. 94.4 percent stated that they were as comfortable in this class as in their other classes.	4. 78.6 felt that both males and females were comfortable in their vocational classes.
5. Only 29.6 percent indicated they received encouragement from their counselor to enter their vocational class; 70.5 percent revealed they received no counselor encouragement.	5. 89.3 percent believed that their counselor would encourage both males and females to enter their particular vocational classes.
6. 83.3 percent stated that they worked as hard in this vocational class as they did in other classes.	6. 92.9 percent believed that their counselor would inform a male or female about the types of skills and learning activities that occur in a particular vocational class before they enroll.
7. 51.8 percent stated that they were adequately equipped with a skill for employment; 48.22 percent stated that they were not.	7. 89.3 percent believed that a male or female would have a skill adequate for getting a job when they completed their training.
8. 61.1 percent of the nontraditional students acknowledged that their teacher had made them aware of difficulties concerning getting a job.	8. 89.3 percent believed that a male or female leaving a vocational class would be aware of difficulties in getting a job in a particular field because of their sex.
9. 57.4 percent stated felt their school had worked hard to make their school/community aware of sex bias, while 42.5 percent stated their school had done nothing.	9. 57.1 percent stated that their school had made an effort to create awareness of sex bias; 46.9 percent indicated that their school had not made any effort.

Based on information from vocational principals, counselors, teachers, traditional students--and their parents, nontraditional students--and their parents, the following conclusions from the sex bias study in secondary vocational education are important to the analysis of the status of vocational education in the state of Kentucky.

1. All eight groups had an overall positive opinion that vocational teachers exhibited sex fair behavior and sex fair treatment of nontraditional vocational students.

2. Vocational principals, counselors and teachers had a positive belief that counselors exhibited sex fair behavior and sex fair treatment of nontraditional students.

3. Traditional students and their parents and nontraditional students and their parents were uncertain about counselor's behavior and treatment of nontraditional vocational students.

4. Only principals and counselors had a positive opinion that principals exhibited sex fair behavior and sex fair treatment of nontraditional vocational students.

5. Vocational teachers, traditional students and their parents, and nontraditional students and their parents were undecided concerning the overall sex fair behavior of principals.

6. All groups believed that the family and friends treated vocational students enrolled in a nontraditional program in a sex fair way.

7. Principals, counselors, and vocational teachers agreed that vocational teachers were attempting to eliminate sex bias.

8. Traditional students and their parents were undecided about whether teachers were attempting to eliminate sex bias.

9. Principals, counselors, and vocational teachers agreed that vocational students believed their school should support the elimination of sex bias.

10. Traditional students and their parents and nontraditional students and their parents were undecided about whether teachers were attempting to eliminate sex bias in career counseling.

11. Principals, counselors, and vocational teachers agreed that counselors have tried to eliminate sex bias in career counseling--traditional and nontraditional students and their parents were undecided about whether the counselor had tried to eliminate sex bias in career counseling.

12. Principals agreed that principals have interpreted the need to eliminate sex bias to the community--vocational teachers, counselors, both student groups,

and both parent groups were undecided about whether the principals had interpreted the need to eliminate sex bias to the community.

13. Both student groups and their parents believed that schools were moderately contributing to the enrollment of nontraditional students.

14. Both student groups and their parents had a moderately high attitude toward vocational education.

15. The three major barriers to nontraditional enrollment were:

    a. Teachers, nontraditional students and traditional students believed comparisons were being made by vocational teachers between performance skills of male and female students.

    b. Nontraditional and traditional students believed nontraditional vocational enrollees were uncomfortable in class.

    c. Parents of traditional students felt some vocational courses were more appropriate for one sex than the other sex.

16. Seven major problem areas were identified as reasons for low enrollments of nontraditional students in vocational courses.

    a. Teachers did not adequately explain possible problems/barriers to students seeking nontraditional jobs.

    b. Teachers did not encourage all students to notify them if a nontraditional student received unfair treatment.

    c. Counselors did not emphasize higher salaries and job benefits to be obtained in jobs that have been traditionally for men only.

    d. Counselors have not counseled with parents of nontraditional students.

    e. Principals did discriminate in the use of equipment and restroom facilities for either sex.

    f. Principals have not conducted sex bias awareness training for school personnel.

    g. Families of nontraditional students did not demonstrate interest and support for the vocational school by personal contacts with the school.

17. A large majority of nontraditional student interviewees felt that counselors provided no encouragement toward their enrollment in nontraditional vocational classes.

18. Traditional/nontraditional student interviewees felt that the following persons were the most important or influential upon their choice of vocational course: (a) the student--himself/herself, (b) their mother, (c) a vocational teacher, and (d) their father.

19. The majority of nontraditional students who were interviewed acknowledged that their teacher made them aware of difficulties concerning getting a job.

As this study indicates, there is still considerable work to be done in providing sex fair secondary vocational education in the state of Kentucky. Community and parent awareness and support needs to be developed; and considerable work needs to be done with all vocational students concerning their legal rights, career opportunities and work being done by the school to eliminate sex bias. Inservice training for counselors and teachers also needs to be provided concerning career opportunities for nontraditional students and the legislative importance of encouraging the enrollment of nontraditional vocational students.

Implications

The status of vocational education is greatly affected by the social changes in the society, by labor supply needs, by current legislation, by enrollment statistics, and by school policies and procedures.

Social changes in society have important implications for career planning in vocational education. Young men and women in educational programs today must be aware of current trends. Young women will probably work for pay outside the home for many years--married or not; they may have to totally support themselves and/or their family; and, they are more likely than men to earn low wages if they do not carefully analyze and prepare for an occupation. Young men will probably find that their spouse may have to or want to work for pay outside the home; they will more than likely have to assume all or share household responsibilities; and they will probably be able to take more career risks and/or to enter nontraditional career roles as stereotypes change.

Future workers can assume nearly any work role if they have the training, ability and experience for the opportunity. Traditional ideals about work, leadership, and social roles are no longer realistic and are changing. Today's

students have a right to receive fair consideration and treatment in educational programs and in employment environments.

These social changes also mean that vocational educators have to work for sex equity in their recruitment and in their teaching and also offer information and assistance to all vocational students. They have to be able to move from general to specific--from a knowledge of the fact that sex equity is needed to concrete changes in behavior that will promote sex equity. Policies, curriculum guides, system-wide programs, teaching practices, etc., must reflect social changes.

Labor supply needs have to be met with qualified workers who include a certain number of nontraditional types of workers. With increasing efforts away from role stereotyping, both men and women should be able to enter career programs in any occupation for which they have the talent and interest.

Career counseling must make students aware of employment predictions so that students who are capable of entering nontraditional occupations can make their career choice based on all possible alternatives. For example, job opportunities for female bulldozer operators are very good.

Educational programs have to be offered to prepare vocational students for entry-level positions in various occupations. And, programs have to be in alignment with employment needs for the growing occupations.

Current legislation mandates that vocational education be provided on a sex fair, equal opportunity basis to all students. Adherence to such laws must be taken seriously if quality educational programs are to be provided for all students and if national/local funding is to continue. Administrative leadership, counseling, recruitment, and teaching practices must reflect legislative guidelines; and, theoretically, legislative guidelines are established for vocational institutions so that the appropriate number and mix

of future workers can be supplied.

As of 1979, vocational education programs in Kentucky have only scratched the surface in their goal to achieve sex fair educational opportunities and programs. Enrollment statistics and current research information from vocational principals, teachers, counselors, students and parents indicate that there is still a lot of work to be done in this area. It is evident that sex bias attitudes still exist in secondary high schools, area and state vocational/technical schools.

THE COUNSELOR'S ROLE IN SEX FAIR VOCATIONAL EDUCATION

Equality of opportunity in vocational education means that all students know (1) that they have access to all opportunities in the labor market and in vocational education and (2) that all students have the personal freedom to act on the opportunities appropriate for them in both the labor market and the educational environment. Sex fair vocational education is a mandate which is a major factor in providing equality of opportunity in vocational education.

As of 1980, enrollments, graduation and placement statistics substantiate the fact that Kentucky educators have work to do in achieving sex equality in vocational education. The successful implementation and achievement of this goal depends heavily upon the supportive and cooperative efforts of three groups in every educational setting--administrators, teachers, and counselors. Of these three groups, counselors are in a particularly advantageous position to influence planned changes in educational practices.

The counselor is a key person in career education. Counselors are major resource persons for students at all educational levels who seek help concerning educational plans, career goals, and personal and interpersonal goals. They are the official referral sources for parents and for educators concerned about the behaviors and attitudes of students at all levels of education. Thus counselors have the potential to influence not only students but classroom teachers, administrative personnel, and parents because they provide support and coordinative services for all of these groups.

Counselors sometimes question the extent to which they can provide sex fair guidance and counseling to students in their career pathing. Choices are shaped by many forces and many people including administrators, teachers, peers, parents, employers, etc. And, counselor interactions with all students may be

limited since all students do not seek help and since counselors must work with so many teachers and programs. Such facts are recognized as valid points; however, counselors are required by law to support sex fair education, and they can provide this support by being committed to the goal and by consciously keeping it in mind as they work with various people and programs.

Counselors have a legal, moral, and ethical responsibility to deliver sex fair guidance counseling and testing. To fulfill their role in achieving this goal and to contribute to the achievement of this overall objective, counselors have to know and comply with the law, examine their own attitudes and counseling practices, screen tests for sex bias, and develop and collect materials and resources.

Legal Requirements

Counselors are required by law to eliminate sexism in counseling practices and procedures. Title IX of the 1972 Education Amendments specifically prohibits sex discrimination in counseling and in the use of testing and counseling materials.

> Section 586.36: Counseling. A recipient who uses testing or materials for appraising or counseling students shall not use different materials which permit or require different treatment of students on such basis unless such different materials cover the same occupations and interest areas and the use of such materials is shown to be essential to eliminate sex bias. Recipients shall develop and use internal procedures for ensuring that such materials do not discriminate on the basis of sex. Where the use of a counseling test or other instrument results in a substantially disproportionate number of members of one sex in any particular course of study or classification, the recipient shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination in the instrument itself.
>
> Disproportion in Classes. Where a recipient finds that a particular class contains a substantially disproportionate number of individuals of one sex, the recipient shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination on the basis of sex in counseling or appraisal materials or by counselors.

Examples of violations of these mandates are as follows: (1) using career, academic, or personal counseling materials which might lightly suggest that some options are more appropriate for males and others for females; (2) counseling males to take math and science courses and counseling females to take family nutrition, typing, and shorthand courses (3) using career interest inventories which have gender specific occupational titles.

Title IX specifically directs educators and counselors to prove that substantial disproportionate enrollment of one sex in a program or course is not the result of sex discrimination by counselors or the counseling materials. This implies that counselors and other educators have collected all possible facts affecting enrollment, retention, and graduation figures and have analyzed it in terms of sex fair education guidelines.

As a result of this mandate, counselors must take an active part in the evaluation of various facets of the educational program to ensure equal opportunity counseling policies and practices. If an overall school evaluation is conducted by the administration, counselors are normally responsible for collecting and analyzing data concerning guidance, counseling, and testing. If an overall evaluation is not completed annually by the administration, then counselors need to develop and conduct a self-evaluation with reported findings going to teachers, administrators, and parents. A guide form for such an evaluation is included in the next section of this monograph.

The provisions of the Education Amendment of 1976 also pertain to sex discrimination and sex bias; they are similar to Title IX in that both are directed at providing equal opportunities to females and to males in vocational programs. There are, however, two major differences between the two mandates.

Title IX addresses the issue of sex discrimination in educational programs. It states that persons may not be excluded from, denied participation in or be

treated differently in educational programs. The Education Amendments not only address sex discrimination--any action which limits or denies--but also sex bias and stereotyping.

Title IX directly applies to local educational institutions. The Education Amendments of 1976 apply directly to state and federal programs; they affect local programs through state determined priorities and procedures.

Title IX prohibits discrimination on the basis of sex in admissions, access to courses, facilities, treatment of students, course completion and graduation requirements, student employment, marital or parental status and employment of educational personnel. The Education Amendments complement Title IX by mandating the development of programs to overcome sex bias, stereotyping and discrimination in vocational education and authorizing states to use Federal monies for this purpose.

Counselors need to work closely with the Research and Curriculum Unit of the Bureau of Vocational Education in order to submit and to get approved activities for the development of sex fair counseling materials, inservice training experiences, studies of ways to overcome occupational sex stereotyping, etc. The Coordinator of Equal Opportunity can also provide assistance in these areas. Funds are available from the State Department of Education for such sex fair programs and services, and guidelines are published yearly which assist counselors and other educators in drafting proposals for funding.

Attitudes and Practices

Most counselors do not have extensive training concerning the strong effects which sex role stereotypes have on their counseling practices. For that reason, every counselor should have the opportunity to participate in an inservice training program to help her or him examine personal biases, role stereotypes, and discriminative techniques concerning sex fair occupational guidance, counseling

and testing. There are also many self-evaluation questionnaires regarding values concerning sex bias which can give a person some insight about personal feelings.

Counselor's value systems affect their interactions with students. As is true of other people, counselors are products of their own socialization experiences. They cannot suddenly change either their personal attitudes or their mode of behavior. They can, however, recognize their own values, biases, and stereotypes so as to avoid imposing them on the students with whom they work. This is critical as we recognize that consciously and unconsciously the counselor's biases and stereotypes make it possible to work to change behavior even if a person cannot truthfully change biases and stereotypes.

In addition to recognizing their own values, biases and stereotypes, counselors have to be able to recognize biased responses made by their students and others. Not only do they have to be able to recognize such biases but they must also condition themselves to be constantly alert to such biases. Many students have been reared with only gender-linked occupational career paths as options for their education and career plans. The counselor has to be able to encourage all students to examine and clarify their present value systems, to be aware of the widest variety of occupational alternatives, and to be knowledgeable about the consequences of each. In this respect, it is important for the counselor to be sensitive to a student's possible conflicts between career choice and masculinity/femininity.

Working with student attitudes is a responsibility and task which counselors can handle in a variety of ways. The next section of this monograph presents suggestions for techniques which counselors can use to promote sex fair student attitudes toward career paths and training requirements.

For nonsexist vocational guidance and counseling to be achieved, it is important for the counselor to devote some time and effort in working with parents concerning this goal. Various research studies support the fact that parents are an important source of influence on the career goals of students.

Parents must recognize that the goal of sex fair vocational education is mandated by law, that the labor market must actively recruit nontraditional workers, that there is no necessary conflict between marriage and career choice, that both males and females need skills for future careers, and that there is no such thing as female and male occupations. Such information can be shared with parents through PTA or PTO groups, through educational newsletters or bulletins, through advisory committees, through newspaper articles in local papers, etc. Counselors can provide valuable assistance to vocational educators in writing information to share with parents, in developing methods by which to share national/professional information concerning nonsexist vocational education, in making verbal presentations to parent groups, etc.

Being conscious and supportive of sex equity in vocational education, counselors assume these responsibilities for providing equitable services for females and males:

> Providing female and male students with counseling and guidance services which prepare them for realistic roles in the changing society of the United States.
>
> Identifying the counseling and supportive needs of students and developing programs which can help students make effective use of the services to develop their own capabilities.
>
> Helping the vocational school achieve compliance with the Title IX regulations.
>
> Showing leadership by working with other staff, the school, the community, and professional groups.

To fulfill these responsibilities, counselors need to develop, establish, and follow practices such as these:

Have on hand up-to-date career information

This includes facts about present and future labor market needs, wages for occupations; opportunities for nontraditional workers; advantages, disadvantages and problems associated with the occupation, and training requirements. Such information makes it possible to make career decisions based on facts instead of assumptions. This is not an easy task. There are many occupational careers, and most of them are constantly changing with regards to employment needs, opportunities, wages, etc. In order to provide realistic current information for students, counselors have to enlist the support of librarians, vocational teachers, members of various advisory committees, etc. Other sources for information are as follows:

DICTIONARY OF OCCUPATIONAL TITLES
U. S. Employment Service
Bureau of Employment Security

OCCUPATIONAL OUTLOOK HANDBOOK
U. S. Department of Labor
Bureau of Labor Statistics

NVGA Bibliography of Current Occupational Literature, VOCATIONAL GUIDANCE QUARTERLY

THE ENCYCLOPEDIA OF CAREERS AND VOCATIONAL GUIDANCE, J. B. Ferguson Publishing Company.

EMPLOYMENT SERVICE REVIEW
U. S. Department of Labor
Bureau of Employment Security
U. S. Employment Services

MONTHLY LABOR REVIEW
U. S. Department of Labor
Bureau of Labor Statistics

OCCUPATIONAL OUTLOOK QUARTERLY
U. S. Department of Labor
Bureau of Labor Statistics

Use occupational guidance materials which reflect equal opportunity in the labor market and in the educational environment.

Working with vocational teachers responsible for various occupational programs, counselors can provide leadership and assistance in the revision and/or development of brochures, pamphlets, fact sheets which are nonsexist in language and in illustrations. Guidelines for evaluating printed materials for sex equity are presented in the strategies section of this monograph.

Consistently use sex fair language in all counseling work with students, teachers, administrators, parents, advisory committee members, and members of the community.

In keeping with the professional development and growth that is required of effective counselors, verbal and nonverbal communication techniques must be developed and/or refined to the point that there is an automatic portrayal of sex fair attitudes and practices. Even in informal and joking kinds of interactions with students, counselor verbal/nonverbal techniques should reflect a positive equal opportunity attitude toward occupational opportunities and choices. Kidding with a student about the "different" guy in the nursing program or about the "female hulk" in the automotive program reinforces sexist stereotypes.

It is also important to use an updated vocabulary which avoids gender-linked occupational

terms--repairman, fireman, etc. This also includes avoidance of masculine generic terms (he, man) to represent both men and women. Facial and vocal expressions must support a positive attitude about equality of opportunities for both sexes. Laughing about or frowning over nonsexist terms and statements weakens the supportive assistance which counselors can provide in achieving sex fair vocational education.

Establish formal channels of communication with junior high teachers and with vocational teachers in order to orient them to and assist them in promoting equality of opportunities in the occupations.

Junior high school teachers can play a very valuable role in promoting sex fair vocational education if they are kept informed about opportunities in the labor market and in the educational environment. Vocational teachers and students, with the support and assistance of counselors, can share facts and resources for equal opportunities in vocational careers and training with junior high teachers. They can also talk with junior high students about career opportunities, plan visits for such students to training classrooms, give programs at junior high assembly meetings, etc. Such actions promote realistic career concepts and establish a very valuable base for recruitment of both traditional and nontraditional students.

Establish a formal support system for nontraditional students.

Nontraditional students should have available to them a formal counseling program designed to help

them with conflicts, problems, etc. Such counseling programs have been developed on a group basis and on a one-to-one basis. In the group process, nontraditional students meet once a month or once a term to provide encouragement and help for one another. The counselor (and possibly a vocational teacher) is the coordinator of this group. In the one-to-one system, nontraditional students can volunteer to serve as peer counselors for other nontraditional students; or, the counselor can work with the nontraditional students through individual counseling sessions which are regularly scheduled.

Other practices which are beneficial to counselors as they work with students in promoting equal opportunity are presented in the strategy section of this monograph.

Testing

When students choose a career path, that selection is one of the most important decisions that they will make during their lives. That choice is affected by personal interests, values, abilities, educational plans, relationship with peers/family/educators/etc. Even with the complexity and variety of factors which affect this choice, the decision is often made based on limited and biased information.

One of the major responsibilities of counselors is to provide career guidance programs to assist students in effective occupational decision making. A major tool used to meet this responsibility is the career interest inventory.

Career guidance today emphasizes the use of a wide variety of information, including interest inventories which stimulate career exploration and the exploration of self in relation to careers. Theoretically, such a process of exploration leads people to discover new things about themselves and about the world of work. Using such information, people can begin to consider a broader range of career options.

Career guidance programs also emphasize the transforming of guidance information into action. That is, information is not merely reported or interpreted to students; it is used to change behavior. Thus, new problems and altered roles may come into focus.

Traditionally, counselors have tried to serve as objective integrators and simulators of sound vocational decisions--they provided insight, encouragement and information; they assisted with inventories, workbooks, tests, etc. Today, counselors who are trying to meet the challenge of providing sex equity in vocational counseling for the 1980s realize they can participate more constructively by continuing to play their traditional roles but by also engaging more frequently in talent stimulation--by using interest inventories and classifications to chart career development and by using occupational classifications to assist the personal development of the student.

Perspective. Generally, career interest inventories center around two types of inventories--occupational and basic interest. The major differences between the two types are summarized in the following: [4]

Occupational Inventories	Basic Interest Inventories
1. Student interests are compared	1. Student interests are compared with

[4]S. McCune and M. Matthews, IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY: A WORKSHOP PACKAGE FOR POSTSECONDARY EDUCATORS--THE COUNSELOR'S ROLE, (Washington, D. C.: Resource Center on Sex Roles in Education, 1978), p. 17.

with interests of individuals employed in specific occupations.	interests of an average gro people.
2. Scales are based on the interests of the occupational group.	2. Scales are based on the theoretical and empirical relationships among the items.
3. Items in the scale are heterogeneous.	3. Items in scales are homogeneous.
4. Inventories are designed to have predictive validity.	4. Inventories are designed to have constructive validity.

Both of these types of inventories are designed to help students systematically examine their interests and prospective occupational choices. Historically, however, most of these inventories have been designed to restrict individual choices because the content, administration, and interpretation were sex biased. For example:

1. Achievement test batteries use more references to men than to women. And more often than not, they show women only as homemakers or in pursuit of hobbies. There is an implication that most professions are not open to women.

2. Interest inventories show sex bias by using separate forms for men and for women. Different career options are shown for men and women and different scoring requirements are used for the same occupations.

3. Many have wording problems that restrict choices for women.

4. The idea that the world of work is primarily closed for women is reinforced through the use of masculine examples, focus on male users of the materials and test takes, and the use of masculine pronouns in the various manuals.

5. Illustrations seldom show women in technical labs, contact sports, or in major professional roles; men are seldom shown alone in dance or exercise, as homemakers, or as secretaries.[5]

Since 1972, APGA (American Personnel and Guidance Association) and other special groups and commissions have been working to target and eliminate sex bias in administering inventories, in reporting inventory results, and in

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SEX DISCRIMINATION IN GUIDANCE & COUNSELING (Washington, D. C.: National Advisory Council on Women's Educational Programs, 1977), p. 6.

interpreting interest inventories to students.

Test Selection. Schools in Kentucky are required to make test selections in light of the legal standards set forth by national and state laws. During time in which Kentucky educators are working to achieve sex fair vocational guidance and counseling, and in which some widely-used career interest inventories are not bias free, counselors have to examine carefully the test and the technical supporting materials. Legal regulations (Title IX) impose two specific requirements on the selection of tests--(1) if possible, the same tests should be used for students of both sexes and (2) if materials which require different treatment of students on the basis of sex are used, such materials must cover the same occupations and interest areas.

Effort should be made to choose inventories which do not discriminate in content and in language. Specific guidelines for assessment of sex bias and sex fairness in various inventories are presented in the strategies section of this monograph.

Whatever guidelines are used, however, it is recommended that records and reports be kept on why and by what criteria particular tests were selected, including a discussion of alternatives rejected. Such record keeping is useful not only to show compliance with legal requirements but to assure that test selection is made on an informed basis with specific and consistent criteria in mind.

Test Administration. Most of the tests in use at the present time probably have some sex bias in the instrument; therefore, the counselor plays a critical role in preparing students to take the test and in administering the overall testing process.

Starting from the earliest phase of the administration of the test, it is assumed that the counselor is thoroughly familiar with the test through the

appropriate manual. Manuals are usually provided which give a general description of the instrument, guidelines for use, and psychometic data relevant to scale construction and validation. The counselor, of course, consults the manual for administering the inventory in standardized form and for interpreting results to test takers.

To provide a nonsexist foundation upon which to administer and use career interest inventories, counselors might take these additional steps:

1. Prepare fact sheets or brochures which inform students about career interest inventories.

2. Include in counseling service descriptions--written and oral--statements which set forth the steps to be used in a bias-free counseling program.

3. Post notices and make announcements that inform students that tests used in counseling are sex fair and that emphasize the point that such tests are an important but small part of overall career guidance.

Title IX requires that students be oriented to the purpose, procedures, and use of tests in the counseling process. Students have to receive such information on a routine basis--preferably in a written form--as standard information provided by the counselor. Once such material is written, updating it takes minimum time.

Relevant student information has to be written in a clear form at a reading level appropriate for the student readers. And, the counselor needs to be available to review the information with students. Written information about tests should include the following items:

1. Name and purpose of test.

2. Statements that interest scores are helpful for guidance purposes but do not constitute selection criteria for particular employment or college training.

3. Statements that vocational interests and choices are influenced by many factors--socialization, sex stereotyping, etc. And, these factors structured their past experiences and also those experiences

of those in the norming group. So, the interpretation of test scores has to be made with such influence factors in mind.

4. Explanations of any reasons why a test which is not totally bias free is being used and identification of bias factors.

5. Facts concerning the norming group--is it male, female, both.

6. Report of scores on both own-sex and other-sex norms.

7. Information about how to interpret scores on both own-sex and other-sex norms with emphasis upon the fact that no activity or occupation is exclusively male or female.

8. Procedures for filing complaints with the school and with HEW if the students think they have been discriminated against as a result of sex bias in test use and counseling about the test.

To show compliance with Title IX regulations concerning testing procedures, it is advantageous for counselors to use a checklist on which they can mark off that specific steps have been taken and that specific information has been given to all students. Such a checklist is suggested in the next section of this monograph.

Career inventories can be administered through regular classroom routines, career education programs, and/or through group or individual counseling sessions. Whatever procedure is chosen, it is important that at least one orientation session be held with the student(s) preferably a week prior to inventory administration. This gives the counselor an opportunity to discuss stereotyped values and to present ideas that people of both sexes are free to express interest in any occupation or activity.

An orientation session also makes it possible for the counselor to discuss with the student(s) academic achievements, outside interests, family backgrouds and concerns, previous career experiences, etc. This is an excellent opportunity to discuss the impact of these characteristics on career choice--a factor which is mentioned on the standardized forms which present information about the testing program in the school.

Inventories that are used as part of the total career guidance program should be those that have a combined form for males and females wherever possible; if that is not possible, administer both forms--one for males and one for females--to each student. If that is not possible because of time or some other limitation, administer the male form since it provides a wider range of occupational options when scored.

Test Results. If sex-separate scales and norming are used on the test chosen, students should be given the information about their results from both scales. Advocates of this suggestion give at least four reasons for this procedure.

1. When male/female scales cover different occupation or interest areas, reporting of scores for one sex only may result in limiting the scope and/or levels of choices available to the student.

2. Until sex is no longer a factor in the world of work, students may need to know how their interest compares to those of persons in a primarily male or primarily female field.

3. By pointing out scores on opposite-sex scales, the counselor may help bring an end to the consideration of sex in vocational choice.

4. Reporting of scores on opposite-sex scales is technically sound.

In reporting inventory results, NIE (National Institute of Education) Career Education Program's study recommends the following:[6]

1. When scales cover different vocational areas for males and for females, scores on both sets of scales should be reported to be sure all occupational areas are covered.

2. When both male and female scales cover the same occupational area, primary focus should be placed on scores based on same-sex scales.

3. In reporting scores on opposite-sex scales, focus more on the pattern of scores than on the intensity or level of scores.

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[6]C. K. Tittle and D. G. Zytowski, Editors, SEX-FAIR INTEREST MEASUREMENT: RESEARCH AND IMPLICATIONS (Washington, D. C.: National Institute of Education, 1978), pp. 151-153.

4. In reporting scores on opposite-sex scales, beware of rather high or low scores which may reflect sex role stereotypes rather than basic interest patterns.

5. Instruct students to fill in the appropriate sex code on their answer sheets to maximize the information reported to them.

6. Use the scores on occupation and basic interest inventories to locate broad interest areas--professional, skilled labor, semi-skilled.

Test Interpretation. Just as it is important to provide an orientation to students before they complete a career interest inventory, it is important to remind them of the effects of sex role stereotyping before interpreting the results of the test. This does not necessarily eliminate the effects of sex stereotyping, but it does serve the purpose of bringing them out for discussion.

In interpreting the results of tests for particular students, the counselor has to be alert to the influence of age, ethnic group and social class in combination with sex bias on the student's score. Deliberate awareness of these factors makes it possible for the counselor to identify and present a wide range of possibilities based upon the student's capabilities.

It is, of course, important for students to realize that the tests provide useful information for their vocational counseling; however, their skills, achievements, drives, demonstrated interests and many other aptitude and achievement tests, course work and grades, class standings, extracurricular activities, honors, and teacher comments all provide data which can substantiate the results and interpretation of career interest inventories. All such information should be reviewed in the counseling session centered around interpretation of test results.

One of the most important outcomes of the career interest inventory should be the expansion of options available to students. If discrimination and sex bias are to be eliminated, it is critical that all instruments be selected, used,

and interpreted on a sex fair basis.

Sex Fair Materials/Resources

Title IX does not specifically cover bias in textbooks and instructional materials, but it specifically prohibits the use of counseling materials for students which discriminate on the basis of sex or the use of materials which require/permit differential treatment of students. National studies have shown that sex socialization is perpetuated in the images and language of career materials and other counseling materials. Specifically, the materials presented stereotyped occupational categories, represented far more male occupational categories than females, showed only token representation of nontraditional workers/students, and used sexist language.

Career education and counseling materials have to be sex fair in content and in illustration if the goal of sex fair vocational education is to be achieved. This means that all materials have to be evaluated in terms of sex fairness so that they can be used in a sex fair way and so that new materials can be developed and/or chosen which are nonsexist. Basicially, there are at least six different types of bias that are frequently apparent in career and counseling materials:

Type 1: Omission. This is the complete or relative exclusion of numbers of a particular sex from representation in the content and/or illustration.

Type 2: Stereotyping. That is the depiction in content and in illustration of the assumptions that males have one set of abilities, interests, values, roles and that females have a different set of such characteristics.

Type 3: Isolation. The organization of work into categories--men's work, women's work.

Type 4: Language Bias. This is the use of sexist language--the use of the generic "he" and sex biased words such as fireman, salesman, etc.

Type 5: Imbalance. Imbalance is evident in content items which reflect experiences more commonly experienced by members of one sex.

Type 6: Unreality. This bias is evident in the omission of the portrayal of women in career roles, as heads of families, etc., and of men in homemaking roles, etc.

A form is presented in the strategies section of this monograph which can be used to analyze the degree of sex fairness in various counseling materials. Such a form can also be of assistance as new materials are developed and/or purchased for the program. For those materials which are biased and which must be used in the program, the counseling staff either verbally and/or in a written statement must alert students to the bias and provide input for getting and using additional information to meet the counseling/guidance needs of the students.

STRATEGIES FOR SEX EQUITY IN GUIDANCE AND COUNSELING

Increasing sex fairness in vocational education is the responsibility of many people, and it requires the commitment of all groups. Since counseling cuts across a wide variety of groups and interfaces with many target populations--elementary/secondary/postsecondary students, career education, vocational education, student rights, administration, school boards, instructional personnel, community members, etc., counselors have unlimited opportunities to make a contribution to achievement of this goal in vocational education. However, because of time and budget limitations, complexity and variety of responsibilities, counselors have to be selective in the strategies and techniques they will use in working toward sex equity in the recruitment, training and placement of students.

This section of the monograph presents a selected number of strategies and techniques which relate to various facets of sex equity in guidance and counseling work. This selection is by no means all inclusive of the actions that counselors have to make to achieve their goal of sex equity; however, they should serve as food for thought as counselors make plans for specific change strategies. Therefore, the following strategies/techniques are presented in this section:

Checklist Analysis of Sex Equity in Counseling

Checklist for Selection of Sex Fair Measurement Devices

Checklist for Evaluating Career Interest Inventories

Checklist for Evaluation of Counseling Materials

Techniques for Recruitment of Nontraditional Students

Checklist for Evaluation of Grievance Procedures

Grievance Form

Suggested Action Steps for Counselors' Support of Sex Fair Education

ANALYSIS OF SEX EQUITY IN COUNSELING

Chairperson for Survey _____ Date _____

School _____

	Yes	No
A. Staff Representation		
1. The staffing in the counseling department represents a balance of both males and females.	_____	_____
No. of Males _____ No. of Females _____		
2. A person from the department is appointed to a committee for leadership to foster and support sex equity efforts.	_____	_____
B. Individual Counseling		
3. Students are asked and encouraged to clarify their values with respect to sex role stereotyping.	_____	_____
4. Students are given information with which to explore nontraditional career options; their stated career interests are not accepted without further exploration.	_____	_____
5. Counseling sessions include analysis of possible conflicts and problems of entering a traditional career.	_____	_____
6. Counseling sessions include analysis of possible conflicts and problems of entering nontraditional careers.	_____	_____
7. Nontraditional career, academic, or personal choices are supported and reinforced by counselors.	_____	_____
8. Nontraditional role models are used as resource people in the counseling sessions when students express interest in nontraditional careers.	_____	_____

(List persons used during past academic year)

_____

_____

_____

	Yes	No
B. Group Counseling		
9. Group counseling sessions are conducted in which sex role stereotyping and its effects on career and personal choices are discussed with students.	_____	_____
(List groups counseled this year)		
_____		
_____		
_____		
_____		
10. Group sessions have been held with every vocational program to discuss sex role stereotyping, sex bias, facts about nontraditional workers and work opportunities, etc.		
Agribusiness	_____	_____
Business & Office Education	_____	_____
Health & Personal Services	_____	_____
Home Economics	_____	_____
Industrial Education	_____	_____
Marketing & Distributive Education	_____	_____
Public Service Occupations	_____	_____
Practical Arts Education	_____	_____
Special Vocational Programs	_____	_____
11. Group counseling and information sessions are provided for parents which are directed toward assisting their understanding of sex stereotyping in career choices.	_____	_____
(List groups informed this year--PTAs, PTOs, etc.)		
_____		
_____		
_____		

	Yes	No
C. Information Services		
12. Career guidance materials have been reviewed for potential sex bias (list each item and indicate evaluation status).		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
13. Resource materials are continually sought and obtained to increase career and personal options of students.	_____	_____
14. Every counselor can present and discuss equal opportunity laws and their implications and applications in education and employment.	_____	_____
Exceptions: _____		
_____		
15. Bulletin boards and resource centers share with students items concerning sex fair educational and labor market information.	_____	_____
16. Library materials concerning sex equity in the labor market and sex fair vocational education are displayed and available to all students.	_____	_____
17. Information programs are developed and presented to acquaint all students with nontraditional opportunities.	_____	_____
18. Fact sheets concerning testing services have been prepared and given to all students.	_____	_____
19. Surveys have been conducted concerning student attitudes towards males and females in nontraditional career programs.	_____	_____
20. Exploration information has been prepared and given to junior and elementary teachers and students to develop career awareness for all students.	_____	_____

	Yes	No
21. Available in the counseling office are written guidelines telling students about the formal and informal methods of using the laws and procedures if they perceive discrimination based upon sex.	_____	_____
22. Written guidelines are available in the counseling office to inform students of their rights to equal opportunity education and employment.	_____	_____

D. Program Services

23. All vocational tests have been analyzed for sex bias. (List each test and evaluation status)		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
24. All courses are designed so that all choices are equally available to both males and females.	_____	_____

Exceptions: _____

_____

_____

_____

_____

_____

25. Efforts have been made to ensure that counseling staffing policies provide students with role models of both sexes.	_____	_____
26. Provisions have been developed to provide experimental activities in nontraditional work settings for interested students.	_____	_____
27. Counseling support programs and/or services are provided for nontraditional students.	_____	_____

Program/Service	Scheduled	Individually Requested

	Yes	No
28. A counseling support system is established to assist students who become involved in a grievance concerning discrimination based upon sex.		

E. Staff Development

29. Every counselor has had in-service education concerning sex fair vocational education and employment.

Person	Sex Bias		Sex Role Stereotyping		Sex Equity Laws	
	Yes	No	Yes	No	Yes	No

	Yes	No
30. Every counselor has written guidelines concerning sex fair counseling materials.		
31. Up-to-date affirmative action information is regularly distributed to counselors.		

32. Outside resources--trade unions, women's groups, former students, parents and employers--have been formally contacted to provide traditional and non-traditional occupational information.

Unions		Prof. Groups		Former Students		Parents		Employers	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No

	Yes	No
33. Counselors have worked with teachers in each vocational area to assist them in understanding the need for sex equity and the methods for achieving sex equity in their programs.		

	Yes	No
33. Counselors have worked with teachers in each vocational area to assist them in understanding the need for sex equity and the methods for achieving sex equity in their programs.	_____	_____
Agribusiness	_____	_____
Business & Office Education	_____	_____
Health & Personal Services	_____	_____
Home Economics	_____	_____
Industrial Education	_____	_____
Marketing & Distributive Education	_____	_____
Public Service Occupations	_____	_____
Practical Arts Education	_____	_____
Special Vocational Programs	_____	_____
34. Members of the counseling staff participate in a speaker's bureau which provides speakers for student, parent, educational personnel, and community groups concerning laws and goals for sex fair vocational education.	_____	_____

CHECKLIST FOR SELECTION OF SEX FAIR MEASUREMENT DEVICES

	Yes	No
A. Terms		
Do specific items in the tests and inventories use gender-neutral terms such as "their," "they," "people," and "humans" rather than "he," "men," and "mankind."	_____	_____
B. Items		
In gender specific content and/or examples, are both sexes equally represented?	_____	_____
Are both sexes represented in a broad variety of activities rather than stereotyped ones?	_____	_____
C. Forms		
Is there a common form for both sexes? (If so, go to D)		
If separate forms are all that are available, is it shown that the separate forms are more effective in minimizing sex bias?	_____	_____
Are the items on separate forms gender-neutral, are both sexes equally represented, and are both sexes represented in nonstereotyped activities?	_____	_____
Are there instructions on how to use both forms with both sexes?	_____	_____
D. Norms		
Are the norms the same for both sexes? (If so, go to D2)		
1. If not, are both sets of norms used with both sexes for interpreting results?	_____	_____
Are they reported in a way that minimizes rather than maximizes differences between the sexes?	_____	_____
Is there a justification for separate norms that is not based upon sex-stereotyped beliefs, attitudes, and past expectations?	_____	_____
2. Are the norms for reporting and interpreting results based on fairly recent data?	_____	_____
3. Are the norms representative and appropriate samples that include males and females?	_____	_____

	Yes	No
E. Manual		
Does the publisher/author explain how they have attempted to eliminate sex bias?	_____	_____
Does the manual discuss and caution against possible environmental, social, cultural and user bias?	_____	_____
Are directions for administering the instrument free of sex-specific examples and references that could influence respondents?	_____	_____
F. Manual and Student Report Form		
Are the discussions and examples provided for interpreting results gender-neutral, balanced and non-stereotyped?	_____	_____
Will the student report form reduce rather than reinforce sex-stereotyped expectations? (For example, are ranges and variability explained rather than "On the average, women have higher verbal scores.")	_____	_____
G. Personality Inventories		
Will interpretation of results reduce rather than reinforce sex-stereotyped norms, expectations, and characteristics? (For example, can both sexes indicate high concern for others without that concern being interpreted as a feminine rather than humanistic characteristic?)	_____	_____
H. Occupational and Basic Interest Inventories		
Will interpretation of results expand options, provide broad rather than limited areas of interest and encourage freedom of choice? (For example, is an area of interest related to a variety of activities rather than sex-stereotyped ones? Will a male with interests related to the medical profession be provided with occupational options such as nursing and medical technicians?)	_____	_____

CHECKLIST FOR EVALUATING CAREER INTEREST INVENTORIES*

Inventory Name _____

Evaluator _____ Date _____

Type of Scales: Basic Interest _____ Occupational Interest _____ Both _____

	Sex Fair	Sex Biased
A. Item Pool		
1. Are occupational titles neutral?	_____ Yes	_____ No
2. Is generic he/she used?	_____ Yes	_____ No
3. Are item pools common or separate?	_____ Common	_____ Separate
4. If common, are items either gender neutral or balanced in popularity by sex throughout the inventory?	_____ Yes	_____ No
B. Scale Construction		
5. Is there a justification for common or separate scales by sex?	_____ Yes	_____ No
6. Are items gender neutral or balanced within each of the common scales--look at means for females and males for each scale?	_____ Yes	_____ No
C. Score Report		
7. Are same scale titles available for both sexes?	_____ Yes	_____ No
8. Do both sexes receive the same report form?	_____ Yes	_____ No

*L. Stebbins and N. L. Ames, ATTAINING SEX EQUITY IN COUNSELING PROGRAMS AND PRACTICES: APPLICATION BOOKLET FOR COUNSELORS (Washington, D. C.: Resource Center on Sex Roles in Education, 1978), pp. 81-82.

	Sex Fair	Sex Biased
D. Interpretive Information		
9. Is there a discussion of the interpretation of sex differences?	Yes	No
10. Are included examples stereotypic?	Yes	No
11. Is the language and tone of the discussions in items 9 and 10 (above) sex biased?	Yes	No

CHECKLIST FOR EVALUATION OF COUNSELING MATERIALS

ITEM	YES	NO	NA
Language:			
1. Is the generic HE used to include both males/females when sex is unspecified?			
2. Is the generic SHE used where the antecedent is stereotyped as female?			
3. Is a universal male term used when the word is meant to include both sexes--mankind?			
4. When referring to both sexes, does the male term consistently precede the female--he, she; men and women?			
5. Are occupational titles used with men as the suffix--chairman?			
6. When a woman or man holds a nontraditional job, is there unnecessary focus on the person's sex--woman president, male typist?			
7. Are non-parallel terms used in referring to males and females--Mr. Jones and his secretary Ellen?			
8. Are the words "women" and "female" replaced by demeaning synonyms--girls, fair sex, ladies?			
9. Are women described in terms of their appearance or marital status while men are described in terms of their accomplishments or titles--Senator Kennedy?			
10. Are women identified by their husband's names--Mrs. F. D. Roosevelt?			
11. Are women presented as either dependent on or subordinate to men--John took his wife on a . . . .?			
12. Does the material use sex fair language initially and then slip into use of the generic he?			
13. Is the issue of sexual equality diminished by lumping the problems of women with those of minorities--". . . equal attention will be given to the rights of the handicapped, blacks and women."?			

ITEM	YES	NO	NA
Roles:			
14. Are occupations presented as appropriate to qualified persons of either sex?			
15. Are certain jobs automatically associated with women and others associated with men--personnel manager, female; director of marketing, male?			
16. Are housekeeping and family responsibilities still a prime consideration for only females in choosing and maintaining a career--flexible hours, proximity to home?			
17. Is it assumed that the boss, executive, professional, etc., will be male and the assistant, helpmate, "gal Friday," will be female?			
18. In addition to professional responsibilities, is it assumed that women will also have housekeeping tasks at their place of business?			
19. Is tokenism apparent--an occasional reference to women or men in nontraditional jobs while the greatest portion of the material remains job stereotyped?			
20. Are men and women portrayed as having sex-linked personality traits that influence their working abilities--the female bookkeeper's loving attention to detail?			
21. Are only females shown as passive and inept?			
22. Are only females shown as lacking a desire to assume responsibility?			
23. Are only females presented as gossips?			
24. Are only women shown as vain and especially concerned about their appearance?			
25. Are only females presented as fearful and in need of protection--she should not walk home alone?			
26. Are only males shown as capable, aggressive, and always in charge?			
27. Do only males consistently display self-control and restraint?			

ITEM	YES	NO	NA
28. Are opportunities overlooked to present a range of emotional traits for females and males?			
29. Are women and men assigned the traditional roles of males as breadwinners and females as caretakers of home and children?			
30. Is a woman's marital status stated when it is irrelevant and when the same information about the man is not available?			
31. If a couple work together in a business, is it assumed that SHE will assist HIM?			
32. Is information included about family relationships which is not relevant to the tasks--"Jane Dawson, mother of four, is the new supervisor."?			
33. Are both men and women shown in nontraditional occupations?			
34. In historical and biographical references, are women adequately acknowledged for their achievements?			
35. Are quotes and anecdotes from women in history used as frequently as those from men?			
36. Is there acknowledgement of the limitations placed on women in the past--women could not put their names on literature, inventions, etc.?			
37. When a historical sexist situation is cited, is it qualified when appropriate as past history no longer accepted?			
Physical Appearance:			
38. Are females described in terms of their physical appearance and men in terms of accomplishment or character?			
39. Is grooming advice focused only on females and presented as a factor in being hired?			
40. Is a smiling face considered advisable only for a woman in many occupations?			
41. Are only men presented or described in terms of accomplishment or character rather than in appearance?			

ITEM	YES	NO	NA
42. Are only men presented as rarely concerned with clothing and hairstyle?			
43. Are men shown as taller and more vigorous and women as smaller and more fragile?			
44. Are women presented as more adroit with a typewriter than a saw?			
45. Are men presented as dextrous and at ease with tools and machines and baffled when confronted with a filing cabinet?			
Audio Visual Materials:			
46. Are only male voices used consistently to narrate audio materials?			
47. Are female voices used only when dealing with traditionally female occupations?			
48. Do illustrations of males outnumber those of females?			
49. Do the illustrations represent mainly young, attractive, and preferred-body types both in composite pictures as well as in the body of the materials?			
50. Is the text consistent with the illustrations--sex fair content with sexist graphics?			
51. Are women and men commonly drawn in stereotyped body postures and sizes with females shown as consistently smaller, over-shadowed or shown as background figures?			
52. Does the artist use pastel colors and fuzzy line definition when illustrating females and strong colors and bold lines for males?			
53. Are women frequently illustrated as the cliche dumb broad?			
54. Are bosses, executives and leaders pictured as males?			
55. Is only an occasional token woman pictured as a leader or as serving in a nonstereotyped role?			

RECRUITMENT OF NONTRADITIONAL STUDENTS

Counselors can provide valuable assistance to vocational educators in the recruitment of nontraditional students. Specific activities for the recruitment of nontraditional students are listed below; each activity offers an opportunity for a counselor to provide leadership and information to achieve sex fair educational and employment opportunities for all students.

Item	Suggested Activity
1	Educate parents and community members about the need to remove barriers to nontraditional occupations: open house parent meetings speeches to community groups informational brochures local newspaper articles
2	Share information with teachers/administrators to keep them up to date and focused on achievement of the goal of sex fair vocational education.
3	Publicize nontraditional career options: assist in the design of sex fair vocational brochures encourage/promote tours of classrooms use bulletin boards to inform students about jobs use auditorium programs to emphasize nontraditional opportunities.
4	Review clubs/interschool organizations to be sure that membership criteria are sex fair.
5	Develop/establish a career resource center--center which contains a wide range of self-instructional counseling resources such as filmstrips, interest inventories, vertical files containing occupational information, reference materials and games.
6	Organize guided consciousness-raising groups to help students gain knowledge, set career/life goals, overcome occupational sex role stereotyping.
7	Promote tours of classroom facilities and of industries to convey advantages and disadvantages of various occupations.

Item	Suggested Activity
8	Assist student organization(s) in designing and implementing an awareness training workshop concerning sex fair vocational training and employment.
9	Provide the motivation and guidance for the establishment of big sisters and big brothers to new students in nontraditional programs.
10	Publicize student success in nontraditional programs. school newspaper city/county newspaper State Department of Education publications
11	Publicize educator efforts to recruit, train and place nontraditional students. school newspaper city/county newspaper national professional publications State Department of Education publications
12	Build a resource file for contacts with nontraditional workers in a wide variety of occupational areas.
13	Develop and/or locate short case situations, self-evaluation forms, etc. which can be used with students to acquaint them with sex bias, sex stereotyping, etc. and to help them become sex fair in their own thinking and actions.
14	Prepare occupational information sheets which junior high school teachers and students can use to learn about sex fair career opportunities in particular occupational areas.
15	Prepare and distribute a formal report concerning the status of sex fair vocational counseling in your department. Formal reports could be distributed to the school administration, to students and parents, to teachers, to employers and community groups.
16	Encourage and set up communication channels for representative traditional and nontraditional students from various occupational programs to present formal or informal presentations to junior high students.
17	Prepare and present a school assembly program concerning equal opportunity occupational training and employment.

CHECKLIST FOR EVALUATION OF GRIEVANCE PROCEDURES

	Yes	No
A. Initiation/Filing		
1. Clear and adequate definitions are provided of who may grieve, of what issues may be covered by grievances, and of the terms to be used throughout the procedure.	_____	_____
2. The document covers all students and employees.	_____	_____
3. It clearly states the form and procedure for filing a grievance.	_____	_____
4. Applicable time limits for the initiation of a grievance are specified.		
5. The procedure provides for assistant to grievants in the filing/preparation/processing of a grievance.	_____	_____
6. Responsibilities of institutional staff for the receipt and handling of grievances are specified.	_____	_____
B. Processing		
7. The procedure states the number and levels of steps for grievance processing and the criteria for initial referral to each level.	_____	_____
8. At each step, the form of grievance presentation and processing--oral/written; hearing officer or hearing panel; etc.--are stated.	_____	_____
9. Criteria and procedures for the assignment of initial hearing levels are specified.	_____	_____
10. Procedures and responsibilities for notification of all parties at each processing level are identified.	_____	_____
11. Timelines are stated for all activities within the grievance procedure.		
12. Specific procedures are outlined for conducting the grievance hearings.		
--amount of time allocated to each hearing.	_____	_____
--amount of time allocated to each party in the grievance.	_____	_____

	Yes	No
--right of each party to representation and assistance.	_____	_____
--right of each party to present witnesses/ evidence.	_____	_____
--right of each party to question witnesses.	_____	_____
--roles of persons involved in the hearing.	_____	_____
--right of persons involved in the hearing.	_____	_____
--right of grievant to determine whether hearing will be open to the public.	_____	_____
--provisions/requirements for recording hearing.	_____	_____
13. Requirements are stated for the submission of written information by grievants/others.	_____	_____
14. The form and timelines for preparation of decisions are delineated.	_____	_____
15. Procedures and timelines are stated for the grievant's acceptance/appeal of grievance decisions.	_____	_____
C. Recording		
16. Grievants are provided the right to appeal in progressive levels of the decision making process.	_____	_____
17. Grievants are assured impartial hearing officers.	_____	_____
18. If the grievant desires, provisions are stated for confidentiality of the proceedings.	_____	_____
19. Grievants are assured access to relevant institutional information/records.	_____	_____
20. Procedures provide for the protection of grievants and witnesses from harassment and entry of information into student and personnel files.	_____	_____
21. Confidentiality of grievance records is assured.	_____	_____

GRIEVANCE FORM

Name _____ Date _____

School and/or Department _____

Statement of Complaint: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Solution Suggested by Complainant: _____

_____

_____

_____

_____

_____

_____

_____

_____

Submit this form to the Title IX
Compliance Coordinator

_____
(Signature of Student or Employee)

SUGGESTED ACTION STEPS FOR COUNSELORS' SUPPORT OF SEX FAIR EDUCATION

Place a check mark by those action steps which you will take toward equity in vocational education.

Check	
	1. Suggest the forming of a Title IX advisory committee to give input and make recommendations on matters relating to sex equity.
	2. Identify and use community members to help develop needs assessment, to monitor and evaluate sex equity programs and policies.
	3. Determine sexist areas in the counseling/guidance services.
	4. Work with teachers, curriculum directors, media/librarians, etc. in the establishment of a sex equity resource bank.
	5. Develop, publish, circulate sex equity materials.
	6. Request and support in-service workshops concerning sex equity.
	7. Incorporate role-playing, psycho-drama, role-reversal, and value clarification group interaction to encourage attitudinal and behavioral changes.
	8. Explore definitions and examples of sex role stereotyping in career counseling and career education.
	9. Survey current career interest inventories for sex bias.
	10. Survey student's evaluation of teachers, counselors for affirmative behavior.
	11. Enlist the community support of a variety of models of nontraditional roles.
	12. Establish a committee of concerned citizens, parents, teachers, students, and community representatives to sponsor programs, provide credibility and resources for equity compliance.
	13. Establish linkage with state organization for support and resources for equity compliance.
	14. Review all standardized tests, interest inventories, appraisal forms, etc. used in counseling and assigning students to programs, courses, and activities.
	15. Establish and maintain a self-evaluation action group for sex fair guidance and counseling services.
	16. Examine criteria used to evaluate all job placement programs, extra curricular activities, honors, and awards.

Check	Suggested Action Steps
	17. Determine the reasons for underrepresentation of students of either sex in courses.
	18. Develop procedures to ensure that counselors and teachers treat students of both sexes the same and create a learning atmosphere comfortable for both sexes.
	19. Ascertain what existing school policies are in non-compliance with Title IX.
	20. Establish a variety of activities--conferences, sponsored events, speakers, etc.--to provide visibility and promote acceptance of sex fair vocational education.
	21. Analyze all course descriptions for sexist content.
	22. Design and implement courses in which students study and analyze sex role identification as contrasted to sex role stereotyping.
	23. Develop and circulate guidelines/recommendations for avoiding written and oral sexist language.
	24. Conduct formal surveys of newly mixed classes to determine how effective they are in expanding student options.
	25. Interview teachers of traditionally single-sex courses for input concerning problems in recruiting nontraditional students.
	26. Develop a series of mini-workshops for teachers to explore sexist attitudes and behaviors and how to eliminate them.
	27. Distribute sex bias attitude questionnaires to faculty and discuss methods for achieving sex fair behavior in working with students.
	28. Distribute facts about nontraditional workers.
	29. Push for more women to be hired as vocational education administrators.
	30. Analyze sex-role stereotyping in program brochures; develop and/or revise to show equal opportunity.

SUMMARIES OF LEGISLATION

To provide quality vocational education, all educators have to be familiar with employment legislation--to monitor the implementation of laws prohibiting sex discrimination in hiring, firing, and promotion procedures in their schools and in the overall job market where their students are hired. They must also be concerned with the ways in which equal opportunity legislation affects vocational education students--to provide sex fair vocational recruitment, training, and placement.

The following discussion presents brief summaries of legislation concerning sex fair employment and sex fair vocational education. As you read the material, please notice that the laws really apply to all people, both men and women of various ethnic, racial and religious backgrounds--not just women.

Equal Pay Act of 1963. This act, the first piece of federal legislation forbidding sex discrimination in employment, is an extension of the Fair Labor Standards Act. It was designed to prevent discrimination because of sex in the payment of wages. Until 1972, most persons in education were exempt as were executives, administrators, and professional employees and outside sales personnel. The act essentially provides for equal pay for equal work; however, the definition of equal work is left with the courts. This act and the following four legislative discussions are summarized in Table VII.

Title VII of the Civil Rights Act of 1964. This act makes it illegal for private employers, labor unions, employment agencies, state and local governments and employees of educational institutions to discriminate on the basis of race, color, religion, sex or national origin. It is unlawful to discriminate in:

- recruitment, hiring, firing, layoff, recall
- wages, conditions or privileges of employment
- classification, assignment or promotion
- use of facilities
- apprenticeship training or retraining
- sick leave time and pay
- overtime work and pay
- insurance coverage
- retirement privileges
- printing, publishing, or circulating advertisement relating to employment
- promotion opportunities
- application or referral procedures

TABLE VII

LEGISLATION FOR SEX EQUITY

	Equal Pay Act of 1963 as amended by the Education Amendments of 1972	Civil Rights Act of 1964 Title VII, as amended by the Equal Opportunity Act of 1972	Executive Order 11246 as amended by Executive Order 11375 (1967) and Revised Order No. 4 (1971)	Education Amendments of 1972, Title IX	Public Health Service Act, Title VII and Title VIII (1971)
WHAT IS PROHIBITED?	Discrimination in salaries on basis of sex	Discrimination in employment (including hiring or firing, wages, seniority rights, classifying, assigning or promoting employees, training or retraining, job advertising, insurance coverage and benefits, and labor union membership) on basis of race, color, religion, national origin, or sex	Discrimination in any aspect of employment (see Civil Rights Act) on basis of race, color, religion, national origin, or sex	Discrimination in employment, admissions and treatment in all educational institutions receiving federal funds, grants, loans, or contracts, on basis of sex	Discrimination in admissions and employment practices at educational institutions receiving grants, loan guarantees, interest subsidies or contracts available under Titles VII and VIII of the Public Health Service Act
WHO IS PROTECTED?	All employees of educational institutions, public and private organizations, and most businesses	All employees of establishments of 15 or more persons (including labor unions, state and local governments, and educational institutions)	All employees of federal contractors and subcontractors, and federally assisted construction projects which have federal contracts over $10,000. Contractors with over $50,000 in federal contracts must file affirmative action programs	All employees and students	All students and most employees
WHO IS EXEMPTED FROM COVERAGE?	Certain public employees and employers in small retail and service establishments	Some religious institutions may apply religious restrictions only	None	Certain religious institutions and and military schools	None
WHO ENFORCES PROVISION?	Wage and Hour Division of Employment Standards Administration of Department of Labor	Equal Employment Opportunity Commission (EEOC)	Office of Federal Contract Compliance (OFCC). OFCC designates the Department of Health, Education, and Welfare as compliance agency for all contracts to educational institutions	Office for Civil Rights of Department of Health, Education, and Welfare	Office for Civil Rights of Department of Health, Education, and Welfare
HOW IS A COMPLAINT MADE?	By letter, telephone, or in person at nearest Wage and Hour Division Office	By sworn complaint on EEOC form	By letter to OFCC or Secretary of the Department of Health, Education, and Welfare	Not specified. A letter to the Secretary of the Department of Health, Education, and Welfare is acceptable	Not specified A letter to the Secretary of the Department of Health, Education, and Welfare is acceptable

Executive Order 11246. This order prohibits employment discrimination based on sex, as well as on race, color, religion, or national origin, by federal contractors or subconstractors. The order covers employers with a federal contract of more than $10,000 and does not exempt specific kinds of employment or employees. Unlawful practices include discrimination in recruiting or recruitment advertising; hiring, upgrading, demotion or transfer; layoff or termination; rates of pay or other compensation; and selection for training, including apprenticeship. Regulations have been ordered which require hiring women in all construction craft jobs--3.1% of the work crews in each craft by 1979, 5% by 1980, and 6.9% by 1981. Companies and unions which run federally registered apprenticeship programs in these crafts have to enroll women at the rate equal to half their percentage of the general work force in any area--about 20% for most entering classes.

Revised Order No. 4. This order requires contractors with 50 or more employees and a contract of $50,000 or more to take affirmative action in the employment of minorities in job categories where they have been underutilized. The order requires similar goals and timetables for women as well as minorities. In brief, the order requires affirmative action programs to have the following: (1) A self-analysis of deficiencies in compliance, (2) corrective action to remedy deficiencies, (3) goals and timetables where numbers/percentages are relevant to correct situation, (4) development or reaffirmation of an equal opportunity policy, (5) dissemination of policy throughout community, (6) report system to measure program effectiveness, and (7) a procedure for getting support from local groups to improve employment opportunities for minorities and women.

Titles VII and VIII of the Public Health Services Act. These titles forbid schools and training programs in the health profession from discriminating against students on the basis of sex. The only schools and training programs affected

are those receiving financial assistance under the Public Health Services Act. Teachers and employers who work with students covered by this Act are also covered.

Title VII of the Civil Rights Act of 1964. As amended by the Equal Employment Opportunity Act of 1972, this title prohibits discrimination in the employment of personnel on the basis of race, color, religion, national origin, or sex. All institutions or agencies with 15 or more employees including State and local governments and labor organizations are covered under the Act. Title VII prohibits discriminatory practices in most terms and conditions of employment.

Equal Pay Act of 1963, Amended by the Education Amendments of 1972. This amendment prohibits sex discrimination in salaries and fringe benefits. It covers all employees of educational institutions--professional, executive, and administrative positions.

Title IX of the 1972 Education Admendments Act. Title IX prohibits sex discrimination in all federally assisted education programs. Specifically, discrimination is forbidden in employment practices and policies concerning access to employment, hiring and promotion, compensation, and job assignments. Title IX is enforced by the Wage and Hour Division of the Employment Standards Administration of the Department of Labor. Reviews can be conducted without prior complaint, and the complaint procedures are very informal. The Wage and Hour Division will investigate an establishment on the basis of a letter or even a telephone call, and it does not reveal the name of the complainant to the employer unless permission is given by the complainant.

Title IX also forbids discrimination on the basis of sex in virtually all areas of student life--admissions, course offerings, activities, financial aid, health financial assistance, dress, conduct, marital and parental status, provision services, sports, testing, differential rules and regulations of school

facilities, counseling programs and techniques, etc. If a particular class or course of study has a substantially disproportionate number of individuals of one sex, the school must take action to assure that this disproportion is not the result of sex discrimination--by either administrators, teachers, or counselors. Nothing in this regulation requires or prohibits the use of particular textbooks or curricular materials.

Also under the provisions of Title IX, every state is required to develop policy statements for Title IX compliance, to designate a state coordinator of compliance efforts, to develop a grievance procedure for handling discrimination complaints--complaints by employees and by students, and to complete a full self-evaluation.

Women's Educational Equity Act of 1974. Designed as part of the Education Amendments of 1974, this Act was passed to provide educational equity for women in the United States. Under this Act, the Commissioner is authorized to give grants to or to enter into contracts with agencies/organizations/individuals for activities designed to carry out the purposes of the law at all levels of education--preschool, elementary/secondary, higher education, and adult education. Activities included are the development/evaluation/dissemination of curricular, textbooks, and other materials concerning educational equity; preservice and inservice training for personnel with special emphasis on programs to provide educational equity; research and development activities designed to advance educational equity; guidance and counseling designed to assure educational equity, etc.

Nothing in this law prohibits men from participating in any programs or activities. The Act establishes in the U. S. Office of Education an Advisory Council on Women's Educational Programs composed of 17 people appointed by the President--by and with the advice and consent of the Senate. The Act is

administered by the Women's Program Staff, Office of the Commissioner, U. S. Office of Education.

Title II, Education Amendments of 1976. This law extends and revises the Vocational Education Act of 1963, the Higher Education Act of 1965, Title IX of the Education Amendments Act of 1972, and certain other federal education programs. The amendments are far reaching; therefore, only selected provisions impacting on national, state and local programs to help diminish the sex bias specifically in vocational education programs are outlined on the next page. Notice these points:

1. At the national level, the Commissioner of Education was required to conduct an investigation of the extent to which sex discrimination and stereotyping exists in all vocational education programs assisted under the Vocational Education Act. The Commissioner of Education, along with the National Center for Educational Statistics, must develop a national vocational education data reporting system--including school enrollments by race and sex. The Commissioner is authorized to use five percent of funds available under the authorization for state grants for contracts for various types of research and development of model programs, including those aimed at overcoming problems of sex stereotyping and bias in curriculum, guidance/testing materials, staff and teachers attitudes/behavior. And, women who are knowledgeable about sex discrimination problems in job hunting and employment are required to be appointed to National Advisory Councils and State Advisory Councils on Vocational Education.

2. At the state level, five-year and annual plans regarding use of federal funds must detail state policies/procedures to assure equal access to programs by women and men. States must designate some full-time personnel to assist the state board or vocational education agency in eliminating sex bias in programs. A minimum of $50,000 is to be spent for this purpose. Funds granted under the

TABLE VIII

FUNCTIONS TO INCREASE SEX FAIRNESS IN VOCATIONAL EDUCATION

Education Amendments of 1976, Title II, October 12, 1976 Sec. 104 (State Administration)	Rules and Regulations October 3, 1977 *Federal Register*
"(b) (1) Any State desiring to participate in the programs authorized by this Act shall also assign such full-time personnel as may be necessary to assist the State Board in fullfilling the purposes of this Act by--	104.75 Functions of full-time personnel. Personnel designated under 104.72 shall work full-time to:
"(A) taking such action as may be necessary to create awareness of programs and activities in vocational education that are designed to reduce sex stereotyping in all vocational education programs;	(a) Take action necessary to create awareness of programs and activities in vocational education designed to reduce sex bias and sex stereotyping in all vocational education programs, including assisting the State Board in publicizing the public hearings on the State plan in accordance with 104.165 (a);
"(B) GATHERING, ANALYZING, AND DISSEMINATING DATA ON THE STATUS OF MEN AND WOMEN, STUDENTS AND EMPLOYEES IN THE VOCATIONAL EDUCATION PROGRAMS OF THAT STATE;	(b) GATHER, ANALYZE, AND DISSEMINATE DATA ON THE STATUS OF MEN AND WOMEN STUDENTS AND EMPLOYEES [Emphasis added] IN VOCATIONAL EDUCATION PROGRAMS OF THE STATE;
"(C) DEVELOPING AND SUPPORTING ACTIONS TO CORRECT ANY PROBLEMS BROUGHT TO THE ATTENTION OF SUCH PERSONNEL THROUGH ACTIVITIES CARRIED OUT UNDER CLAUSE (B) OF THIS SENTENCE;	(c) DEVELOP AND SUPPORT ACTIONS TO CORRECT PROBLEMS BROUGHT TO THE ATTENTION OF THIS PERSONNEL THROUGH ACTIVITIES CARRIED OUT UNDER PARAGRAPH (b) and 104.76, INCLUDING CREATING AWARENESS OF THE TITLE IX COMPLAINT PROCESS;
"(D) reviewing the distribution of grants by the State board to assure that the interests and needs of women are addressed in the projects assisted under this Act;	(d) Review the distribution of grants and contracts by the State board to assure that the interests and needs of women are addressed in all projects assisted under this Act;
"(E) reviewing all vocational education programs in the State for sex bias;	(e) Review all vocational education programs (including work-study programs, cooperative vocational education programs, apprenticeship programs, and the placement of students who have successfully completed vocational educational programs) in the State for sex bias;
"(F) MONITORING THE IMPLEMENTATION OF LAWS PROHIBITING SEX DISCRIMINATION IN ALL HIRING, FIRING, AND PROMOTION PROCEDURES WITHIN THE STATE RELATING TO VOCATIONAL EDUCATION;	(f) MONITOR THE IMPLEMENTATION OF LAWS PROHIBITING SEX DISCRIMINATION IN ALL HIRING, FIRING, AND PROMOTION PROCEDURES WITHIN THE STATE RELATING TO VOCATIONAL EDUCATION;
"(G) reviewing and submitting recommendations with respect to the overcoming of sex stereotyping and sex bias in vocational education programs for the annual program plan and report;	(g) Review and submit recommendations with respect to overcoming sex bias and sex stereotyping in vocational education programs for the five-year State plan and its annual program plan prior to their submission to the Commissioner for approval.
"(H) assisting local educational agencies and other interested parties in the State in improving vocational education opportunities for women; and	(h) Assist local educational agencies and other interested parties in the State in improving vocational education opportunities for women; and
"(I) MAKING READILY AVAILABLE TO THE STATE BOARD, THE STATE AND NATIONAL ADVISORY COUNCILS ON VOCATIONAL EDUCATION, THE STATE COMMISSION ON THE STATUS OF WOMEN, THE COMMISSIONER, AND THE GENERAL PUBLIC, INFORMATION DEVELOPED PURSUANT TO THIS SUBSECTION.	(i) MAKE AVAILABLE TO THE STATE BOARD, THE STATE ADVISORY COUNCIL, THE NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION, THE STATE COMMISSION ON THE STATUS OF WOMEN, THE COMMISSIONER, AND THE GENERAL PUBLIC, INCLUDING INDIVIDUALS AND ORGANIZATIONS IN THE STATE CONCERNED ABOUT SEX BIAS IN VOCATIONAL EDUCATION, INFORMATION DEVELOPED UNDER THIS SECTION;
	(j) REVIEW THE SELF-EVALUATIONS REQUIRED BY TITLE IX; AND
"(2) From the funds appropriated to carry out subpart 2, each state shall reserve $50,000 in each fiscal year to carry out this subsection."	104.76 Studies to carry out functions. A State may use funds available under section 130 of the Act to support studies necessary to carry out the functions set forth in 104.75. [See first item above]
Definitions: (a) "Sex bias" means behaviors resulting from the assumption that one sex is superior to the other. (b) "Sex stereotyping" means attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of their sex. (c) "Sex discrimination" means any action which limits or denies a person or group of persons opportunities, privileges, roles, or rewards on the basis of their sex.	

state's basic block grant may be used to provide counseling and job placement services for women who enter nontraditional training programs. States must spend a minimum of twenty percent of available funds on guidance programs which may include vocational resource centers to assist individuals out of school, seeking second careers, or entering the job market late in life, and for guidance counselors on non-sexist counseling and changing work patterns of women.

States have discretion to use funds to develop non-sexist curriculum. Contracts may also be awarded to review and revise experimental curricula for sex role stereotyping. States may also use their block grants for vocational programs for adult women, to award research contracts for exemplary and innovative projects which give priority to overcoming sex stereotyping and bias in vocational education, for support services designed to enable teachers to meet the needs of individuals enrolled in nontraditional job training programs, and to develop curriculum materials which deal with equal opportunities laws, the changing career patterns of women and men.

3. Each vocational education institution is mandated to provide counseling and job placement services for nontraditional students. In each institutional setting, teaching strategies and resource materials have to reflect sex fair vocational education philosophies. Efforts must be made to reduce sex stereotyping--by educational personnel, students, parents, community, employers, etc. Guidance and testing materials have to be designed to overcome sex bias in programs. And, exemplary and innovative projects are to be developed to provide support for nontraditional students, to give priority to reducing sex stereotyping, to provide in-service training for teachers/staff in the elimination of sex bias in educational programs.

SOURCES FOR SEX EQUITY RESOURCE MATERIAL

The following resources can provide bibliographies concerning sex equity, summaries of legislative acts and orders, guidelines for promoting sex equity in vocational education, compliation of teaching strategies--activities and content information--to encourage sex equity in the classroom.

American Education Research Association
1126 16th Street, NW
Washington, DC 20036
202-223-9485

American Federation of Teachers
Human Rights & Community Relations
11 Dupont Circle, NW
Washington, DC 20036
202-737-4400

American Institute for Research
3301 New Mexico Avenue, NW
Washington, DC 20016
202-686-6800

American Vocational Association
1510 H Street, NW
Washington, DC 20056
202-737-3722

Education Commission of the States
Equal Rights for Women in Education Project
300 Lincoln Tower
1860 Lincoln Street
Denver, CO 80202
303-861-4917

National Advisory Council on Vocational Education
425 13 Street, NW, Suite 412
Washington, DC 20004

National Center for Career Education
University of Montana
P.O Box 7815
Missoula, MI 59801
406-243-5262

National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210
614-486-3655

National Coalition for Sex Equity in Education (NCSEE)
P. O. Box 82
El Dorado Hills, CA 95630
916-322-7388

NEA Order Department
The Academic Building
Saw Mill Road
West Haven, CT 06516

National Foundation for the Improvement of Education (NFIE)
400 N Capital Street, Suite 379
Washington, DC 20001
202-833-5426

Office of Education
Department of Health, Education & Welfare
Title IV Civil Rights Act of 1964
400 Maryland Avenue, NW, Room 2001
Washington, DC 20202
202-245-8484

Project on Equal Education Rights (PEER)
National Organization for Women
1029 Vermont Avenue, NW, Suite 800
Washington, DC 20005
202-332-7337

Racism/Sexism Resource Center
Room 300, 1841 Broadway
New York, NY 10023

Resource Center on Sex Roles in Education
Council of Chief State School Offices
400 N Capitol Street, Suite 379
Washington, DC 20001
202-833-5426

Title IX Coordinator and/or Sex Equity Coordinator
Bureau of Vocational Education
Kentucky State Department of Education
Capitol Plaza Tower
Frankfort, KY

Superintendent of Documents
U. S. Government Printing Office
Washington, DC 20402

Women's Educational Equity Act Program
Health, Education and Welfare
Office of Education
400 Maryland Avenue, NW, Room 2147
Washington, DC 20202
202-245-2182

Women's Educational Equity Communications Network
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, CA 94101
415-565-3032

Women's Equity Action League
Educational and Legal Defense Fund
805 15th Street, NW, Suite 822
Washington, DC 20005
202-638-1961